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and those **not** in the library. The advisability of charging a small fee was considered, the fee being not for the use of the book but simply to cover in some degree the cost of the extra labor involved. The payment of a fee would perhaps insure greater freedom in asking for inter-

library loans. Discussion by Messrs. Andrews, Henry, Lane, Leupp and Miss M. L. Jones.

On motion of Mr. Andrews it was voted that the matter of the purposes, principles and methods of inter-library loans be referred to the Committee on Co-ordination.

SECTION ON PROFESSIONAL TRAINING FOR LIBRARIANSHIP

The annual meeting of the Professional training section was held on Wednesday, May 24, and was largely attended. In the absence of the chairman, P. L. Windsor, Chalmers Hadley of the Denver public library presided, and Miss Charlotte Elizabeth Wallace of the Seattle public library acted as secretary.

The program for the meeting was as follows:

Library training in California—Mary L. Sutliff, California state library.

Discussion—L. W. Ripley, Sacramento public library and W. R. Watson, San Francisco public library.

The theory of the training school in the large library system—Faith E. Smith, Chicago public library.

Discussion—Arthur E. Bostwick and Paul Blackwelder, St. Louis public library.

Miss MARY L. SUTLIFF opened the program with a paper on

"adopted as possibly affording a solution" of the difficulty arising from the too familiar combination of low funds and an overburdened staff.

So successful did the experiment prove that other classes followed in quick succession. At first no formal class work was given, the pupils gaining their knowledge from their work in the various departments. Beginning, however, with the third class, June, 1892, a regular course of instruction was given.

This course of study was outlined in the Library journal, v. 17, and afterward amplified by Miss Hasse in her articles on "The training of library employees" (Lib. jour. '20). After the lapse of twenty years one reads with admiration the description of this thorough, systematic and well-planned course. Undoubtedly much of the future success of the training class was due to the excellent foundation laid by Miss Kelso and Miss Hasse.

One feature of the training of these early classes seems especially worthy of consideration to-day. Pupils passing an examination at the end of the first six months were given employment in the library on partial time while their training was continued for another six months, the more difficult technical points being taken up. A final successful examination was followed by employment on full time. Somewhat too much of examination here perhaps, and the added six months must have imposed a heavy burden upon the teaching staff, but there can be no doubt of the benefit to the class of this prolonged period of instruction.

LIBRARY TRAINING IN CALIFORNIA

The first library training in California of which we have any record was that given in the training class of the Los Angeles public library. The first class of six members began work under the direction of Miss Kelso, the librarian, in November, 1891. The pupils were required to pass an entrance examination and agreed to give to the library three hours service daily for six months, at the end of which time they were, upon passing an examination, placed upon the substitute list of the library. The board of library directors announced frankly that the class was an experiment,

Through all the vicissitudes of the Los Angeles public library the training class has persisted. During the incumbency of Miss Jones in particular, careful, thorough work was done. In 1904 Mr. Lummis added a physical examination to the list of entrance requirements and raised the standard of the examinations. The average number of students in each class has been about ten, and in all over a hundred pupils have been graduated.

There can be no doubt that to the influence of this training class more than to any other single agency is due the high quality of library service in Southern California. Mr. Lummis in his report for 1906 after calling attention to the fact that the Los Angeles public library was the first in America "to introduce the training class which has been copied throughout the country," says, "This library stands somewhat in relation of Alma Mater to other libraries of Southern California. Most of them have as librarians the graduates of our training class or of our service. The librarians of Los Angeles public schools, the Los Angeles high school, the Los Angeles state normal school, the public libraries of Long Beach, Pomona, and other communities are daughters of this institution and it feels proud of them."

While the Los Angeles public library has been thus steadily casting its beams other lesser candles have been lighted here and there. Apprentices have been received in the public libraries of Long Beach, Pomona, Redlands, Oxnard, Stockton, Oakland, Santa Rosa, and perhaps others which have not come to the writer's knowledge.

Moving northward we find that apprentices were first appointed in the California state library in 1906. The instruction given to the two students who entered during the year was largely individual, but in 1909 when a class of five was admitted regular class room work was offered. Several of the younger members of the staff were given the privilege of attending the classes and of doing the practice work.

Nov. 1, 1910, seven apprentices were received. This class was under the immediate supervision of Miss Kumli and the

instruction was the most thorough and systematic that has yet been given. The Sacramento public library gave generous aid, both by sending members of its staff to give special lectures and by supervising practice work at the loan desk. For the last two weeks of the course four of the pupils went with Miss Kumli to Auburn to classify and catalog the public library there—a most valuable bit of practical experience. In all eleven apprentices have completed the training in the state library, and all have been given employment there.

There have been apprentices in the county library work, under the direction of Miss Huntington of the Yolo County library, Miss Humphreys of Merced and Miss Field of Oxnard, and Mrs. Linn of Santa Barbara.

Aside from the regular classes, most of the important libraries of the state have served in some measure as training schools to the novices who have been connected with them. The substitutes in the San Francisco public library, for example, are given instruction in the various departments before receiving regular employment.

Leaving now the training classes in the individual libraries, we find that the next effort toward library training in the state was the summer school. Three sessions of six weeks each have so far been held, all at Berkeley in connection with the regular summer school of the State University, with J. C. Rowell in charge. Only librarians or persons under an appointment to a library position were admitted to the classes.

The first session in 1902 was under the direction of Miss Mary Floyd Williams, assisted by Miss Florence Whittier. Twenty-four students were admitted, sixteen of whom were given certificates. There were 72 lectures.

Miss Mary L. Jones, assisted by Miss Helen Sheldon, was the director of the second and third sessions, held in 1906 and 1907. The second class consisted of 21 students, to whom a total of 82 lectures were presented in the six weeks. Mrs. Alice G. Whitbeck gave the instruction in children's work. In the third class of 24 stu-

dents Miss Kumli and Miss Prentiss each gave two weeks' time for class work and for the consideration of individual problems.

All three sessions of the summer school were highly successful from every point of view except the financial one. Owing to the deficit for the last two classes, the University did not feel justified in continuing the course.

In 1908, then, as there was no means of securing another summer school, and as the desire for further instruction on the part of the librarians of the state was still insistent, the California library association, under the leadership of its president, J. L. Gillis, decided to furnish at least a crumb of the loaf it would have liked to give, and offered an institute of two and a half days immediately preceding the annual meeting at San José. This institute was under the charge of the state library organizers, Miss Prentiss and Miss Kumli. Talks were given on the use of the Library of Congress cards, How to get the most out of books, Book repairing, and Librarians' reports and business methods. Only a few students were expected, but to the surprise of all concerned, over 60 attended the various sessions, listened to the talks and took part in the lively discussions.

The interest aroused by this institute was so great that the state library decided to hold later in the year three classes in library methods. These classes, each of two weeks' duration, were popularly known as institutes and were under the direction of Miss Kumli and Miss Prentiss. The students were all library workers, chiefly from the small libraries of the state. As the numbers were small, it was possible to give a good deal of individual instruction in addition to the class room work. The classes were intended to take the place, to some extent, of individual visits of the organizers to various communities, and were in some ways more valuable than individual visits, as the librarians from isolated towns were able to enjoy the privilege of personal contact with their fellow workers.

The first class, consisting of twelve members, was held in the San Francisco state

normal school, Aug. 31-Sept. 12, 1908. Instruction was given in only two subjects, cataloging and reference work. The next class, at Colton, Oct. 5-17, 1908, had also twelve students, drawn from the southern part of the state. The public library at Colton was being organized while the class was in session, thus affording the students a most valuable opportunity for object lessons and practice work.

The last class began Nov. 2 and was held in Red Bluff. As this was in a more sparsely settled part of the state, only five librarians were in attendance. It was felt, however, that it was in just such scattered communities that the classes were of the greatest benefit.

The annual meeting of the California library association at Long Beach in 1910 was preceded, April 11-23, by another library institute of two weeks. Two parallel courses were offered, one in reference work and book selection by Miss Beckley and Miss Darlow of the Los Angeles public library and the other in cataloging and classification by Miss Kumli, Miss Sutliff and Miss Oddie of the state library. Nearly fifty students were in attendance at this institute. As a rule only one of the courses was taken by each pupil and there was a corresponding gain in the thoroughness of the work.

At the annual meeting of the California state board of education held in San José, April 8, 1910, State Librarian Gillis and Miss Susan T. Smith of the state library presented the results of an investigation made by them on library training in normal schools. A suggestive course of study was also presented and Mr. Gillis urged that such instruction be given in the normal schools of the state. As a result of this meeting, there has just been started, April, 1911, in the Chico state normal school, a course of ten lessons in library economy under the direction of the librarian, Miss Margaret Dold. In view of the possible development of the county library work, it is felt that this instruction to the future teachers of the state is of the greatest importance.

It must not be supposed that the libra-

rians of California have thought during all these years that the various agencies for library training that we have been enumerating were adequate and all-sufficient. The efforts made were in each case the best possible under the existing circumstances, but particularly in recent years it has been felt more and more that the great need of the profession in this state is a permanent school.

In 1908, the California library association appointed a committee on library training consisting of J. L. Gillis, J. C. Rowell, G. T. Clark, C. S. Greene and W. R. Watson.

As a result of the work of this committee, a bill was introduced into the legislature of 1909 providing for the setting aside from the funds received by the secretary of state the sum of \$700 monthly for the establishment of a school for library training under the direction of the state library. Many of the prominent librarians of the state personally urged the passage of this act, but although it passed the assembly, it died in a senate committee.

According to the terms of the bill, the school was to be under the control of the Board of trustees of the state library. In case the measure had been successful, however, it was the intention to establish the school in the San Francisco public library, the trustees of this library having offered suitable quarters. It was felt that with its public library and branches, with two great university libraries within easy reach and many small libraries in its immediate vicinity, San Francisco was in many ways an ideal place for a library school.

While the question of a school was before the legislature the San Francisco Call expressed in an editorial the opinion that any intelligent person could learn in six weeks all that was necessary to fit him for work in a library and there was some surprise on the part of the legislators that special training should be considered necessary for a librarian, but on the whole the measure met with very little active opposition.

Many of the legislators thought, however, that if instruction in library matters was to be given at all, the State University was

the proper place for it. Mr. Gillis wrote accordingly, April 27, 1909, to President Wheeler urging him to establish a library school and assuring him of the co-operation of both the state library and the California library association. President Wheeler replied briefly that while there might some time be a library school, there was no immediate prospect of one. So this hope also vanished.

When the legislature met in 1911, the state library asked for an increased appropriation, with the understanding that if the increase were granted, the library would conduct a library class on more liberal lines than its former apprentice classes, though not aspiring to the dignity of a library school. But in the unsettled condition of the state's finances, it was not possible to secure the increase.

Having completed our survey of the past, let us glance at the situation as it is at present. Lying on the western edge of the continent, remote from the great library centers, California has, nevertheless, intense library activities within her borders. Her field of work is continually broadening and taking on new aspects. Her youth, her comparative isolation and her magnificent distances, make her problems in some ways difficult of solution and there is the greater need of expert workers. Her harvest fields are white, the workers are zealous, but where can they learn how so to whet and swing their scythes that their work will be most efficient? The nearest library school is so far away that attendance is possible only for a few. Moreover, the peculiar conditions in the state require special instruction.

It is true that experience has been the teacher in the past and that those who have trodden her devious and thorny paths have arrived as surely as those who entered by way of the schools. But we have discovered that the efficiency of a brick-layer can be doubled by proper instruction, and the day has gone by for questioning the value of preliminary training in a work that requires the best that can be had in the way of mental equipment.

Of the desire for library training, there

can be no doubt. Over and over again the inquiry comes, "How can I fit myself for library work?" Only those who have had some part in scattering whatever crumbs of opportunity have been given in the past, can realize how eagerly they have been seized.

At the close of her second summer school session, Miss Jones wrote: "When it is considered that twenty-four women, no one of whom receives more than \$50 a month, are willing to devote their entire vacations and surrender their salaries in addition for from three to six weeks, as vacations vary, for the purpose of increasing their efficiency in library work, the demand for a course in library methods seems unquestionably a legitimate one." (News notes, 2:298.)

What California needs is a library school with adequate funds, good equipment and a trained faculty, that can offer at least a year's course of study and that in addition to giving the general training can fit her pupils for work in her own field.

Probably there will always be individuals in the state who prefer to get their library training in the East and this is to be desired. There are always certain students who go to Harvard and Wellesley, but this does not prove that the State University and Stanford are superfluous. When a good library school is established here, it will doubtless draw a few students from the East and the mutual exchange will be for the benefit of all concerned.

Of our prospects, not much can be said because we know so little of what the future may bring. As far as the state library is concerned, little or nothing can be done for the next two years. The attitude of the legislature and of the governor during the session just closed, however, was most friendly. The idea of an appropriation for providing library instruction created no surprise or criticism. So much at least had been accomplished by the efforts of 1909. If the present tangle in the finances of the state can be straightened out, we hope for good things in 1913.

The Riverside public library is considering establishing a library school under the

direction of its librarian, Joseph F. Daniels. Such a school, if established, would undoubtedly be useful and do good work, but it might be hampered by lack of funds and equipment.

Some at least of our training classes will be continued and we will keep on doing the best that we can with the means at our command, notwithstanding the fact that our best is so far from our ideals. Some day we shall have our school of our hopes and when it comes, we can truthfully say:

"None can be glad as we are glad
Unless they have waited as long."

The discussion of Miss Sutliff's paper was opened by Lauren W. Ripley of the Sacramento public library. He said if a library school is to be opened in California it should be located in or near San Francisco. "For the present and for some time such a school had best concern itself with preliminary and elementary instruction, leaving the higher grade of work to be taught by the schools already in operation," Mr. Ripley declared.

Miss Sutliff stated that she did not agree with Mr. Ripley's point that elementary training was needed, but believed the most proficient and best training was essential.

In his discussion of the question, William R. Watson of the San Francisco public library said, "There are several reasons not necessarily valid elsewhere, which make it desirable, almost imperative in fact, that we should have a school for library training established on this coast. Time after time the question has been asked, 'Where can I get library training?' And when the reply is given 'Not this side of the Mississippi' the inquirer often gives up in despair, for the distance from home and the expense make it impossible for many to consider the step farther. The establishment of a school here would do much to raise the grade of work which is being done in our western libraries by providing a larger proportion of thoroughly competent people. The employment of more trained assistants would react on those who have not had such advantages, and would raise the standard of proficiency

to a point more nearly in accord with our needs and opportunities. A good school would create public opinion in favor of the employment of trained workers, and would demonstrate the importance of such service and would raise the standing of the profession in the eyes of the public. It is undoubtedly an advantage to have a large proportion of trained help on a staff, not alone for the better quality of service which such help renders, but because it stimulates the untrained local assistants to greater efforts and imbues them with ambition. All these advantages we greatly need on this coast and the establishment of a thoroughly equipped school would do more to improve library conditions than any other undertaking."

Miss M. E. Ahern deplored the lack of library school facilities in California and urged the librarians of that state to work unitedly for the establishment of a library school.

The second topic discussed was presented by Miss FAITH E. SMITH on

THE THEORY OF THE TRAINING CLASS IN THE LARGE LIBRARY

The training class in the large library is an evolution from the apprentice class. It signifies more formal and extended instruction than did the apprentice class, and is supposed to be a necessity in libraries where the staff is sufficiently large to make a number of recruits a probability each year.

Not even in the minor positions in a large system can we use untrained help without detriment to the work of the library. Our library schools cannot supply the demands for people to fill even the higher positions, neither are libraries willing to pay the salaries for minor positions which library school graduates have a right to demand.

It therefore devolves upon the library to do its own training, at least for some subordinate positions. No general standards of admission or of instruction may be set for training classes as for library schools, because each class serves one library only, and there must be adaptation to local con-

ditions, and moreover no person or committee of persons in the library would have authority to act as censor for the work of other libraries than his own.

But as we have agreed that the library profession should meet certain standards of excellence, so we may be justified in discussing the theories for the local training of those who shall have a part in this service.

Primarily the training class is for the purpose of training assistants of the first grade of service. They may later rise to higher positions, after development by experience and further study, but our first concern is with the first positions.

Loath as we are to admit it, the entrance requirements must be influenced by the salaries offered to the students after finishing the course of training. We would like "to paint or sing or carve the thing we love, though the body starve," and we might urge others to do so, if it were for their good and for the good of the library. We expect high standards of living to be maintained by those of whom we require high standards for entrance. We expect them to keep their self-respect, to realize the importance of their vocation, and in a material way we must help them to do this.

As we increase the salaries so may we raise the entrance requirements.

But whatever the salaries may be, we can choose the best material from that which is available. We can advertise the class in high schools, academies, and colleges, in our own city; we can maintain so high a grade of instruction and such a spirit of enthusiasm in the class, that it will become its own best advertisement.

The library is a civic institution; its work is social as well as educational and candidates chosen for the class must be those who can perform this service. We want young women who can recognize the civic idea, the fact that they are serving a government, not as political grafters, but as men in battle serve their country. We want the young women with broad sympathies and broad education (this by the way may be the college young woman or may not be), young women of culture, who

have enthusiasm, book lovers of course. As a rule they should have at least a high school course and not be over thirty-five years of age. At that age one's brain paths have been formed, and it is difficult to make new ones. A woman cannot then easily be trained in technical work, and except in cases of unusual personality, she cannot enjoy being directed by members of the staff who are younger than she, nor can she adapt herself to the freaks and foibles of the public whom she must serve with graciousness.

From those candidates who may present themselves we may select the best by means of systematic marking based on a written test and on personality and education.

The written examination is by no means a test of a person's fitness to do library work, but it is a safeguard, not so much for the purpose of admitting some, as to keep others out. A failure to pass a written examination will be the only reason accepted by some candidates for not being allowed to enter a training class. It should be marked not so much on accuracy of statement as on the general intelligence shown in the manner of answering, and the examinations should count as only a part, possibly a half, of the mark of admission. With this should be averaged a mark for personality and general fitness.

The size of the class must depend upon the probable number of necessary additions to the staff at the end of the course, plus a certain percentage allowed for dropping out, say 25 per cent. Until we can offer higher salaries we are not warranted in asking a tuition fee. If tuition is charged the class is at liberty to go to other libraries for positions; there is no obligation to the library giving the training. The course must then be broadened to that of a library school, including instruction in methods of libraries other than the one concerned.

In planning the curriculum, we must consider the mental equipment of the students upon entrance and the kind of work for which they are to be prepared. Entrance requirement should be such that purely cul-

tural studies will not be necessary. The curriculum should include technical studies such as order routine, cataloging, classification, business methods, etc., studies in book selection and distribution, and lectures on and investigation of civic affairs, with emphasis on book selection and civic affairs.

Fortunately the library profession is coming to recognize the fact that while knowledge of technical library work is necessary it by no means constitutes all the equipment of a library assistant.

A large number of the assistants in a large library system are concerned in work with the public, and in whatever department they are engaged they must keep in mind the fact that all the work of the library is for the people, whether it be direct or indirect, and to work intelligently for them, there must be an understanding of their interests and the conditions under which they live.

More important than a knowledge of Watts' Bibliography is a study of the people of a city, their nationalities, their interests, their habits and conditions of living, a knowledge of the city government and institutions, what the city is doing for its people in open air schools, special schools for the blind and deaf, playgrounds, hospitals, free lectures, juvenile court. There should be a study of the social settlements, religious organizations and their charitable work, the work of the United Charities, business houses conducting social welfare work, and all organizations that are aiming for social betterment.

The courses in book selection should be given considerable time. The library assistants should know their stock in trade as a merchant knows his wares, cultivating the ability to understand what will best satisfy the needs of their patrons.

Technical courses in a training class need not be as extensive as in a library school, because a certain definite library with certain fixed methods is to be served. Increased knowledge necessary to rise to higher positions may come with experience and individual study.

Instruction should be given by those ac-

tually engaged in the work to be taught; otherwise the instruction may be theoretical and not practical. For example, it is difficult for one not doing reference work to know new reference books and new problems.

A part of the director's work should be to correlate these studies, to learn by frequent quizzes whether the students are digesting what they have been taught, and how comprehensive and thorough the instruction has been. She should be able always to supplement the instruction with what may be lacking. She alone, knowing all the courses given to the students, can understand what each instructor has omitted on the supposition that it may have been included by another instructor.

Another important work of the director is informal individual instruction and advice, a word here and there, given at the moment the need occurs. It is for her to impart the right attitude towards the work for which the students are being prepared, to give them joy and enthusiasm in their labor, and to help them to keep in mind the meaning of it all.

Practice work in the different departments of the library should be an important part of the training, if properly overseen and conducted. There should be drills in all kinds of library work which the students are capable of performing without detriment to the service, and there should be sufficient repetition so that the methods will not soon be forgotten. As their courses of lectures advance, more difficult work should be given them, and such as will test their ability to assimilate their instruction. But they should not be required to do such drudgery work as the library needs to have done, long after they have learned all there is to learn concerning it, when there are still other worlds to conquer.

To get the most out of the practice work, there must be co-operation of the heads of departments, an appreciation on their part that this is just as much their work as their regular routine, and there must be a willingness to give their time to its direction.

Details regarding length of courses, ad-

vanced classes, hours of practice work, I have not considered. They are governed by local conditions and needs, but are subjects which may properly be brought forward in the discussion to follow.

In opening the discussion of Miss Smith's paper, Arthur E. Bostwick spoke of objections to training classes on the ground that such classes were not exhaustively trained. He said, "Knowledge to fit needs is very useful and need not necessarily be superficial. What we need to do is to make sure that assistants understand that the course means partial and not complete knowledge."

Paul Blackwelder emphasized the need for some lectures on cultural subjects before the training classes.

Henry E. Legler said the recruits to the library through the training class was a valuable stimulus to the entire staff.

Miss Anna McC. Beckley of the Los Angeles public library and W. F. Clowdsley of the Stockton public library told of the instruction and methods of obtaining assistants in their respective libraries.

In reply to a question as to the importance that personality and general fitness should play in examinations to training classes, Miss Smith said she believed the written examination should count 75 per cent and personality 25 per cent.

By vote of the Section, the By-law on active membership was amended to read as follows:

"There shall be two kinds of membership, active and associate. All persons belonging to the faculties of library schools, including summer schools, or who are lecturers for regular courses of three or more lectures in such schools, or who are library school graduates in charge of training classes, or librarians of normal schools who are conducting classes in library economy, are eligible for active membership, including participation in the business of the section."

Officers for the ensuing year were elected as follows: Chairman, Matthew S. Dodgeon, Wisconsin free library commission; Vice-Chairman, Miss Frances J. Olcott,

Carnegie library, Pittsburgh; Secretary, Miss Faith E. Smith, Chicago public library. Membership Committee: Miss Josephine A. Rathbone, Pratt Institute library school, chairman; Miss June R. Donnelly, Drexel Institute library school;

Paul Blackwelder, St. Louis public library. Program Committee: Miss Mary W. Plummer, New York library school, chairman; Miss Mary E. Hazeltine, Wisconsin library school; Frank K. Walter, New York State library school.

TRUSTEES' SECTION

(Hotel Maryland, May 20, 1911, 8:15 p. m.)

In the absence of the officers of the section, Judge M. T. Owens, of Whittier, California, was elected temporary chairman and Miss M. E. Ahern, temporary secretary.

A. E. Bostwick of St. Louis outlined the customs of trustees in various parts of the country. He showed plainly that trustees and librarians have certain duties in common which each is to perform to obtain certain results. The trustees should decide the general policy of the library and require the executive officer to do the work, leaving all details of management and administration in his hands. A large board is unwieldy; it is hard to obtain a quorum, and in most cases a few members perform all the work, so it is better to have a small board of three, or five persons at the most.

M. S. Dudgeon outlined conditions in Wisconsin, where the law provides five trustees, one from the school authorities, one from the council and three appointed by the mayor. R. R. Bowker told of a board of 50 members in the Brooklyn institute of natural science, where a few people did all the work and the rest gave consent. The Brooklyn public library has a board of seven managers, which in Mr. Bowker's opinion, is the ideal number.

Judge Rochester, trustee of the Seattle public library, told of their board of seven trustees appointed for the special purpose of looking after the interests of the library. It is an interested board. He expressed himself as opposed to elective officers acting as members, as it is likely to bring in either politics or friction with the Council.

Miss Meeker of Pasadena found that since the mayor has been a member of

their board they had had much more attention and interest from the city authorities than before.

Mr. Greene of Oakland, Cal., told of the confusion at present arising out of the commission form of government. Trustees were formerly elected and the board was usually used as a kindergarten for those who wished to enter politics. He was opposed to small boards, since they usually resolved themselves into a one-man power.

S. H. Ranck of Grand Rapids spoke of the success of their elective board. They had no failure for lack of quorum and the election of trustees aroused general interest in the library.

Judge Owens of Whittier cited a remarkable instance where no politics entered into any branch of the city government. This year the library tax is 75 cents per capita of the inhabitants; next year it will be \$1.

Henry E. Legler of Chicago advocated a board of nine for large libraries, as it gave more material from which to form committees and made it unnecessary to burden any one member with all the work.

Mr. Newmark, president of the Los Angeles board, told of the five trustees appointed by the mayor. They had recently taken their library out from under municipal civil service.

P. B. Wright outlined the civil service scheme of the Los Angeles library, where the librarian and the staff are exempt from municipal civil service. Mr. Giffen, trustee of the Los Angeles public library, pointed out the new hope for better things in Los Angeles and spoke of the good qualities of the present board, which was likely to remain for some time. Los Angeles has four cents on the dollar for library purposes.